

DOCUMENT RESUME

ED 103 949

95

EA 006 865

AUTHOR Schmuck, Richard; And Others
TITLE Tailoring Consultation in Organization Development for Particular Schools. An Occasional Paper.
INSTITUTION Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Oct 74
NOTE 28p.

EDRS PRICE MF-\$0.76 HC-\$1.95 PLUS POSTAGE
DESCRIPTORS Annotated Bibliographies; *Change Strategies; Consultants; *Consultation Programs; Group Dynamics; *Guidelines; Interpersonal Relationship; Intervention; *Organizational Change; *Organizational Development; Organizational Theories; Program Design; School Organization

ABSTRACT

This paper discusses characteristics of school organizations and strategies of organization development (OD) consultation as they relate to organizational change in schools. The basic premise of the paper is that any OD intervention in a school should be a somewhat unique series of events specifically tailored to the needs and characteristics of the particular school. Separate sections of the paper discuss important characteristics of school organizations, the sequential and cyclical aspects of OD intervention, the dynamics of entry into an OD intervention, approaches to diagnosing school needs, and various issues related to designing OD interventions. At the close of each section, the authors offer a number of guidelines for tailoring OD interventions for schools. An annotated bibliography of relevant papers and books is included. (Author/JG)

STRATEGIES OF **Organizational Change** PROGRAM

ED103949

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Tailoring Consultation in Organization Development for Particular Schools

**Richard Schmuck, Jane Arends,
& Richard Arends**

A CEPM occasional paper

October 1974

EA C06 865

Center for Educational Policy & Management

CASEA R&D DIVISION / UNIVERSITY OF OREGON / 1472 KINCAID, EUGENE, OREGON 97401

**Tailoring Consultation in Organization Development
for Particular Schools**

by

Richard Schmuck, Jane Arends, and Richard Arends

CASEA - CEPM, University of Oregon*

October, 1974

Since the summer of 1967, our research and development program for building strategies of organizational change has been testing the uses of OD consultation as a strategy for school improvement. The program has included at least six different projects or sub-projects in which more than 40 elementary and secondary schools have received some sort of OD consultation. Although our program has issued over 60 reports about these various interventions, no report yet has listed any guidelines for tailoring OD consultations for particular schools. Since one of the essential principles of our theory about school change is that each intervention should be, to some degree, a unique series of events, we think it time to make an initial listing of guidelines.

In what follows, we give our current ideas about some important characteristics of school organizations, the sequential and cyclical aspects of OD interventions, the dynamics of entry, approaches to diagnosis, and issues related to designing OD interventions. At the close of each section of this paper, we summarize some important guidelines for tailoring OD interventions for schools. The paper concludes with an annotated bibliography of relevant papers and books.

*CASEA, Center for the Advanced Study of Educational Administration is now a part of CEPM, Center for Educational Policy and Management. Both are part of the University of Oregon.

Special Attributes of School Organizations

OD consultation has largely been carried out in industrial organizations. At the time of the review of research on OD by Schmuck and Miles (1971), they pointed out that OD departments and programs had proliferated throughout the business world. They estimated that about 250 organizations had substantial OD programs under way in 1970. They also pointed out, in contrast, that only a handful of OD interventions could be found in public schools. Indeed, the eleven chapters of that 1971 book surveyed virtually all of the contemporary OD efforts in public schools.

It is not unusual, therefore, that the assumption of many OD practitioners has been that schools are not seriously different from other complex organizations. Without much experience in school organizations, many OD practitioners might conclude that training strategies being used successfully in industrial OD training programs can be used in public schools with little modification in theory and technology. The experience of our research and development program has been to the contrary. Our analyses indicate that there are indeed differences in schools that make a difference in OD interventions.

One characteristic that differentiates schools from industrial organizations is the quality and kind of goal statements. Our analyses and those of the Cooperative Project on Educational Development have clearly shown that the goals of school organizations are special in at least three ways. First, educators expend a great deal of energy working toward goals that are never explicitly stated. For example, while laws mandating compulsory attendance and graduation requirements support the custodial and sorting functions of schools, lists of meta-goals for schools rarely mention

these issues. Second, there is an immense diversity of goals for education and a steady proliferation of them. Each new critic of our schools and each new alternative educational organization provide evidence that someone is articulating still another list of goals toward which schools should be striving. Educators do not have the time to understand, internalize or come to value the new goals as fast as they are promulgated. Third, the explicit and agreed upon goals of schools take a long time -- usually twelve or more years -- to become actualized in the behavior of students. Educators must face the frustration of this length of time with a huge new crop of students each year; a frustration that is further complicated by the absence of indicators and a technology to check at interim points.

No wonder, then, that consultants, educators and patrons alike are frustrated. Consultants have a problem drawing their client's attention to discrepancies between current and ideal performances. Educators themselves do not know how to tell when they are doing well and often are confused or distressed by conflicts with patrons over the evidence the patrons point to see. Patrons are similarly baffled when they try to hold the school accountable for the kinds of graduates it produces.

A second characteristic that distinguishes the school from industrial organizations is the amount and kind of role differentiation that exists. Jobs in schools tend to be much less differentiated than in many industrial organizations in which consultation in OD has flourished. Even with increased emphasis on differentiated staffing in schools and the movement to unionize "teacher-workers," there still are few levels of role differentiation in schools. Particularly noticeable are the absence of middle level management and of status levels within the paraprofessional or support

staff. While the differentiation among these levels is minimal, specialization -- based on real or imagined content differences -- by grade level and subject matter specialties is extreme. Neither condition supports norms of active collaboration since teachers and others at the middle level put more emphasis on sharing in the functions performed by superordinates and subordinates than they do on their interdependence with one another.

This characteristic of school organizations similarly causes problems for consultants, educators and patrons. Consultants tend to realize in their actions that which Saturen's research (1972) showed that staffs which do not value collaboration and variety among their number do not use OD consultation to advantage. Educators are frustrated because their roles are carried out invisibly and with little access to feedback; supervisory relationships are unclear and mechanisms by which colleagues can observe and help one another are undeveloped. And patrons are inevitably confused when they try to choose the person to whom they should go with their concerns.

Another characteristic that distinguishes schools from industrial organizations is that the former typically are more vulnerable to short-run pressures from the public than the latter. Standing largely in a non-competitive relationship to their environment, schools tend to respond either defensively or laggingly to long-run shifts in their cultural, social, and intellectual environments. In relation to this pawn-like behavior on the part of educational organizations, school personnel frequently possess a thin knowledge base for managing their own professional affairs. Such quasi-professionalism on their part promotes status insecurity, ritualistic use of procedures, and scanty communication among staff members in many schools.

Vulnerability to short-run demands, reactivity to each new external pressure, and quasi-professionalism when added up tend to encourage a "crisis orientation" to managing the school. Management by crisis especially has been reflected in many strategies of staff development in school districts. The stories of consultants who, for example, appear for one day to help the staff set up a Black studies program, a workshop on reading, a community action board, or some other major effort are all too frequent. The hit-and-run mode of consultation has not produced many significant and lasting changes and has been rightfully resented by many educators as a waste of their time.

Our analysis of schools as particular kinds of organizations may be viewed as overly pessimistic; indeed the various properties that we have cited appear to make the probability of organizational improvement in schools small. It is true, of course, that these properties do account, in part, for lower rates of change in schools than in business organizations, but they also provide clearly defined change goals and leverage points for the OD consultant. For example, a staff's lack of clarity about its goals often leads to a level of frustration that makes very attractive the possibility of clarifying goals during an OD intervention. Also, it has been our experience that many teachers, because of their low level of interdependence with other staff members, feel isolated, alienated, and lonely. OD interventions that increase sharing among faculty members often liberate a good deal of energy, lift morale, and make the school an exciting place in which to work. This is true, at least, for those faculties that have a norm in support of collaboration and variety. Finally, we have found that many faculties are attracted to the OD consultant who undertakes a long-term commit-

ment to the school (they have often been left high and dry) and by the possibility of raising their own problem-solving abilities.

The following guidelines for the OD consultant take into account these unique features of school organizations.

Guideline 1: Continually restate the goals of the consultation.

The OD consultant should continually restate the goals of the consultation to the clients. Moreover, the OD consultant should attend especially to helping school people to define -- both philosophically and operationally -- their own shared goals, and to become aware of goal-conflicts within their own groups and between their group and others.

Guideline 2: Be prepared to undertake procedures for increasing organizational readiness.

Norms in support of collaboration and variety are integrally related to a successful OD effort. The OD consultant may have to focus on increasing these group norms prior to launching into a full-fledged OD consultation. Action strategies for raising a faculty's normative readiness for OD are described in Saturen (1974).

Guideline 3: Make it clear that successful OD requires sustained effort over many months.

Although school personnel often will want, and perhaps expect, an OD intervention to last for a short time in solving some immediate challenges, the OD consultant should emphasize that OD is a planned and sustained effort for system improvement in which the overarching goal is that the school personnel themselves build the knowledge, skills, norms, and organizational structures necessary for continuous, proactive organizational problem-solving. Such an intervention will have to go on for several years, in

most schools, before an internal capacity for continuous problem-solving is built.

Sequential and Cyclical Aspects of OD

A typical way of viewing OD interventions is to understand them in terms of a sequential movement from one stage to another. For example, the consultant first becomes involved in "making entry," during which he or she discusses the OD effort with a variety of the clients, always including top management (often the superintendent or even the school board are included), carries out brief demonstrations about what OD is and how it works, and begins to build an informal contract about what the OD effort will attempt to achieve. Next, after the contract is acceptable to all involved parties, the OD consultation moves into a diagnostic stage. Working along with the clients, the consultant collects data about the organization using interviews, observations, and questionnaires. These data yield a joint diagnosis of points of malfunctioning within the organization and help to shape the initial macro-design the consultants construct. In other words, the stages of entry, contract-building, and diagnosis are followed by macro-designing, i.e., scheduling a sequence of intervention events aimed at overcoming the problems indicated in the diagnosis. The initial designing is followed by micro-designing for a specific training event, which is followed by implementation, formative evaluation, more designing, and so on.

While this evolutionary perspective on OD interventions is useful, another way of looking at an OD consultation, often ignored, can also be very useful to the consultant. OD interventions are not only sequential and successive; they also are cyclical, with very similar developmental issues coming up again and again. Even though particular tasks between the consultant and client accrue more to some stages than to others, the consultant

and client still continuously face many of the same problems. For example, core themes during entry are trust, rapport, and dependability. These very same themes recur, inevitably, during diagnosis and again during training. As another example, even though diagnosis properly takes center stage after contract-building, the clever consultant will be assessing what is happening within relationships among the clients right from the first meeting. In other words, the OD consultant should be collecting diagnostic data during entry, contract-building, and training. At the same time, a large measure of "true entry" in terms of trust and acceptance can occur during one-to-one interviewing within the formal diagnostic stage.

Guideline 4: Assess progress at each stage to ascertain how much of earlier stages needs to be re-cycled.

The stages of OD can be viewed as sequential and successive; each major stage follows another in time, and solutions to problems at any later stage depend on the resolutions made during prior stages. Consequently, mistakes made during entry will probably come back to haunt the intervention during periods of training or assessment. Similarly, a poorly agreed-upon contract may later upset the flow of the macro-design.

Guideline 5: Be sure the macro-design includes micro-designs for recycling the processes of trust-building, goal-setting, and diagnostic information gathering.

It is also useful to view the stages of an OD intervention as cyclical and continuous. Dynamics involving trust-building, goal-directionality, and information gathering (occurring during entry, contract-building, and diagnosis respectively) occur one after the other in the "big," but also are continuously happening in the "small." Consultants with this insight

will be more likely to tailor their OD efforts for particular clients than those without it.

The Dynamics of Entry

Although a consultant may be initially contacted by an individual at any level of the organizational hierarchy, the typical place to begin interactions that lead to a sustained intervention will be between the consultant and key leaders, e.g., the superintendent or the principal. Unfortunately, OD consultants do not often seem to realize the importance of the very first meetings with clients. What happens during entry can foreshadow much of what follows. The rapport that is established and the clarity of shared expectations are extremely important components in building the intervention on a solid foundation of support. Moreover, the consultant should notice the extent to which a collaborative stance is adapted by the clients. Obviously, the consultant should be especially alert to the reactions of key authorities, since they hold crucial gate-keeping power over subsequent contacts with other members of the system. The establishment of a relaxed rapport, along with clear statements about expectations, motives, and competencies, are necessary to obtain collaboration between the OD consultant and key authorities. At the same time, the consultant should keep in mind that he is working with a system and not just with individuals. The consultant will want to test the authorities' willingness to carry introductory discussions of the potential program to others. Naturally, how the consultant is introduced to more subordinate personnel will influence subsequent rapport and effectiveness. Part of the consultant's interest, therefore, is in raising the interest, information,

and enthusiasm for OD of the key authorities in the system.

The consultant will not gain commitment or even acquiescence from the others in the client system merely through the approval of the top people. With the authorities' approval, the consultant will at least acquire the legitimate power to call meetings and to present the goals and methods of OD. A brief demonstration of OD procedures can be a very useful first step for attempting to attract the interest of an unsophisticated staff. And it is very important to include as many members of the client system as is feasible. Less powerful participants in the organization should not form the conviction that they are less important to the consultant than the administrators in authority. And if the project is district-wide, as is the case when an internal cadre is prepared, the consultant will want to obtain acceptance for the project from every significant subsystem or group within the district. Even if organization development consultation is limited to a single school, it will be necessary to get the powerful persons on the faculty, along with as many of the other staff members as possible, to support the project before proceeding very far with the intervention.

Since one of the most important features of entry is framing a contract between consultant and client system, all participants should share their expectations, reach some agreements on what will and won't happen during the intervention, understand that the intervention is aimed at process rather than content goals, and agree in advance on the approximate number of hours they will be involved in the intervention. One way of structuring the discussion of process-goals is for the consultant to depict the school as a resource-using system with resources flowing in

and with human products coming out. Between the input and the output are the through-put processes of the school, which have to do with the organizational and group processes that tie together students, teachers, administrators, and curriculum materials. The through-put processes, which include communication, goals, conflicts, problem-solving, and decision-making, are the stuff of OD consultations.

The consultant should be certain to note that improvement of these processes through OD consultation will take time. Recent evidence (Wyant, 1974) indicates, for example, that less than 25 hours of training in communication skills and problem-solving for a staff can have long-run detrimental effects. Staffs that receive over 30 hours of training in communication and problem-solving, in contrast, typically show favorable gains. The ideas of through-put processes and of adequate time and follow-through should be presented, in so far as possible, through experiential activities, supported by eye-catching materials on paper or through other media, during the demonstrations.

It is also important to keep in mind that the dynamics of entry can arouse various intense feelings. As the consultant and the client assess each others' readiness and competence to enter the relationship, issues of trust and suspicion, well-being and dissatisfaction, investment and cautiousness, and openness and closedness are very near the surface. We believe that direct acknowledgement of these feelings is a prime requisite for valid contract-making. The hidden issues for both the clients and the consultants should be uncovered and discussed. Sound consultant-client relationships will not be forged by agreements about tasks alone. Although discussions of through-put processes, consultative techniques,

and time-lines are important, entry should also include personal reflections and discussions of interpersonal feelings.

Guideline 6: Establish collaborative relationship with key authorities.

Right from the beginning of the intervention, it is crucial for the OD consultant to establish a clear, supportive, and collaborative relationship with the key authority figures in the client organization.

Guideline 7: Engage all participants in introductory demonstrations and contract building.

Introductory demonstrations and contract-building meetings should take place with all participants in the client system before any formal training is launched. Discussions on the processes of focus for OD consultation and the amount of time the consultation will take should be communicated in graphic and experiential ways during this period.

Guideline 8: Clarify interpersonal relationships between consultants and clients.

Entry discussions should include reflections on the interpersonal perceptions, feelings, and motivations of the consultants and the clients and only conclude when the consultants think they can and want to help and when the clients think the consultants can help and recognize their own needs and willingness to be helped.

Approaches to Diagnosis

OD consultants must have detailed scientific information on which to base their intervention designs; gathering systematic data about a school's facilitative or debilitating dynamics is vital to effective action. Furthermore, the OD consultant must communicate to staff members of the client school that particular data on this specific school are necessary for designing a tailored intervention. How else can an OD consultant assure clients of a tailored intervention design except by carrying out a diagnostic data collection? Important among the relevant variables for designing are communication, role-definitions, goal-setting, the realization of conflicts between groups, the study of processes of meetings, the development of methods for solving problems and reaching decisions, and the qualities of the school's relationships with its community. While collecting such data, OD consultants communicate the focus of the intervention. In this way, the consultants are training clients in a definition of the foci of OD consultation even while they are collecting valuable data for building a macro-design.

Nowadays, many school personnel will perceive an OD consultant's efforts as "old hat." They will often think of this sort of diagnosis and intervention as having gone on frequently in their school in the past. The innovative zeitgeist has reigned supreme in many school districts, but promises of change have often not materialized. If this sort of disappointment has been a part of the school's history, the OD consultant must emphasize that diagnosis of where things are now is still absolutely critical. There can be no rational intervention without an accurate picture of the "here and now."

Diagnosis should take place, moreover, with even the most sophisticated faculty. Indeed, comments made by faculty members about their pessimistic expectations for OD consultation are important bits of data in themselves. With cautious or cynical faculty members, special care should be taken to assess the amount of resistance to OD in general and to the diagnosis in particular. The consultant should strive to find out the sorts of training that actually did occur within the school before, along with the sorts of organizational problems that were worked on. The consultant should find out why, from the clients' point of view, previous problem-solving efforts were aborted. Subsequently, the initial real problems attacked during the training can take account of the frustrations of previous problem-solving efforts.

The OD consultant should make use of multiple methods during the diagnostic period. Self-report questionnaires, interview schedules, and systems for observation are the consultant's most typical methods. (A repertoire of such measurement devices can be found in Schmuck, Runkel, Saturen, Martell, and Derr, 1972). Although these formal data-collection methods will comprise the methods during a great deal of the diagnosis, the OD consultant should also keep in mind that organizational memos and letters, informal conversations with organizational members, and observations made even during a casual visit with clients offer very important information about the organization. At the same time, the consultant should remember that the collection of formal data can strengthen organizational members' views of the validity and the legitimacy of the OD consultation. Ideally, the OD consultant will let his or her first impressions, however obtained, guide the selection of formal questionnaires, interviews, and

observations, the results of which will be augmented in turn, by insights gained from further informally collected data.

In another place, Schmuck (1973) has listed some principles to follow during formal data collection. It will be useful to repeat some of those principles here. First, the OD consultant should attempt to establish rapport and understanding by interviewing clients prior to collecting data via questionnaires. Second, during the interview, it is very important for the OD consultant to use the communication skills of paraphrasing, describing behaviors objectively, checking impressions of the client's feelings, and describing own feelings when appropriate. Such modeling on the part of the consultant can facilitate the introduction of those very same communication skills later during training sessions. We wish to put special emphasis on the consultant's urging the clients to present descriptions of behavior wherever possible. This will support the conception of the OD process as being objective and constructive. Third, when using questionnaires, the consultant should collect some data that can be easily quantified and other data that can yield quotable phrases. Ideally, the numbers and the phrases will support similar themes and be useful rubrics of information for data feedback during later sessions. Fourth, over the full term of a sustained OD intervention, the consultant should employ the very same open-ended questionnaire item several times to engage participants in discussions about how things are changing within the organization. Finally, during feedback sessions, the OD consultant should make observations of the client group while it discusses meanings of the data and use these observations to encourage a "process-analysis" of the client's own interactions in the "here and now." Thus the diagnosis

can lead directly into consultation processes and vice versa.

Guideline 9: Tell clients that a formal diagnosis will precede training.

The OD consultant should tell clients early that a formal diagnosis will precede significant involvement in training. The diagnostic process, itself, should teach clients about the central variables to be focused upon during the consultation.

Guideline 10: Insist on collecting data on present conditions.

Even though OD methods may appear to be similar to those previously experienced by the clients, the OD consultant should hold firmly to collecting data in the "here and now" so that the design can be developed for the organization as it exists today. In some "sophisticated" staffs, it may be believed that a great deal of diagnosis and problem identification already has occurred and that such activities have had no useful effect. In such instances, diagnosis should emphasize the perceptions that clients hold about the reasons previous problem-solving did not sustain itself.

Guideline 11: Use formal and informal methods of data-collection.

Formal and informal data-collection procedures both are necessary for gathering information about the operation of the organization. Although formal data will be collected only periodically, informal data should be amassed continuously and perpetually.

Guideline 12: Use diagnoses for feedback to clients and for further planning.

The diagnostic procedures should not be separated from the total

OD effort. While the diagnosis is proceeding, consultants and clients should be establishing increased trust and rapport and searching for ways of improving the group processes of the client system. When diagnosis is placed within the framework of data feedback and action research paradigms, it represents OD consultation in the microcosm.

Issues Related to Designing Interventions

The concepts and skills of designing constitute a very basic part of the repertoire of the OD consultant. The tasks of designing are difficult, requiring an understanding of intervention objectives, adequate diagnostic information, knowledge about the probable effects of different training procedures, and insight into one's own motives.

As we have described elsewhere (Schmuck, Runkel, Saturen, Martell, and Derr, 1972), the designs of OD consultations can usefully be divided into macro-aspects and micro-aspects. Macro-aspects include the overall structure and outline, the sequence of parts, and the general forms through which the activities flow. Micro-aspects are the specific activities carried out during any limited period such as an hour, a day, or a week of consultation. Numerous micro-designs for training in skills, exercises, and procedures have been described in Schmuck et al. (1972). Fitting macro-aspects and micro-aspects to specific objectives and particular participants is a major challenge for the OD consultant. A second challenge is the consultant's ability to differentiate between what may be effective for particular clients and what the consultant is most comfortable doing.

Different diagnoses will lead to different macro-designs. We have already pointed out, for instance, that sophisticated and unsophisticated faculties require different entry and diagnostic procedures. They also will often call for different emphases in macro-designs. Thus, while the consultant should try to deal early with real organizational problems with sophisticated staffs, he or she can offer much more skill training in the beginning phases of an OD consultation to unsophisticated staffs. Moreover, particular diagnoses will lead to different decisions in designing. For example, the problem of lacking goal clarity may encourage the consultant to start a training event with an agenda-building activity so that the participants will learn how to deal with very short term goals as a prelude to dealing with longer term goals. As another example, if decision-making appears to be an organizational problem, the OD consultant may choose to present the option of two or more designs and encourage the participants to decide which fits them better. Then the consultant's observations and feedback might help the participants to learn about their difficulties in decision-making.

In general, four motifs characterize most macro-designs we have used. These include training, data feedback, confrontation, and process consultation. Each of these four themes is prominent in its causal relationship to the identification of problems. For example, in training, clients learn skills that allow them to share previously unshared data; in data feedback, the consultant collects and reports previously unshared data to the group; in confrontation, another group reports its perceptions to the client group, and in process consultation, the consultant reports his or her observations of the ways group members work together. Put in another

way, in a training design, participants begin to identify real problems through skill practice and simulations. In contrast, problems are identified within a data feedback design by the consultant imposing a great deal of structure on the data he or she has collected. Confrontation designs call for problems being identified as a consequence of cross-role and cross-group exchanges, while in process consultation the consultant tries to help group members see their problems during the time they are working together on real tasks.

Miles and Schmuck (1971) presented a cube of characteristics for classifying OD interventions in which the three dimensions of the cube were (1) the mode of intervention, (2) the focus of attention, and (3) diagnosed problems. For the mode of intervention, the categories of training, data feedback, confrontation, and process consultation were included. Also in the list were problem-solving, plan-making, OD task force establishment, and techno-structural activity. These last four modes of intervention are often included in large OD efforts. After problems are identified, problem-solving takes place and this, in turn, gives rise to plan-making. Most plans typically include continuing consultation, which often means that establishing an internal OD resource is commenced. The complete OD effort leads usually to some modification in the techno-structural activities of the client system.

On the second dimension of the cube, the foci of attention range from the person through roles, dyads, teams, intergroup relations, and the total organization. On the third dimension, diagnosed problems include goals, communication, leadership, decision-making, etc.

When designing, the consultant should remember that many of the

roots of OD are found in the theory and technology both of "loosely designed" T-groups and of well-organized planned change. These two approaches are, at one simple level, distinguishable in the amount of attention to detailed and rational designing that is done by the consultant in advance. We have no quarrel with well-laid plans, in fact we have found it useful in initial meetings to paint a picture of what the total intervention might look like. We've also found it helpful to post the agenda or plans at the beginning of an event and to invite clarification from clients. We know the importance of the consultant's self-confidence and his or her willingness to stick to the design (since it was built with care and with certain objectives in mind) even in the face of short-term dissatisfaction on the part of the clients. However, while rationality and attention to detail are elements of any good design, they are not sufficient in themselves. It is also essential to build in a certain amount of slack -- of free time to accommodate the unanticipated. This slack allows the unexpected event that can turn a very task-oriented and unexciting consultative session into one where clients come to own their learnings, invent creative solutions to their problems, and find the confidence and zeal to go on. The design should also include time for clients to analyze and critique the design itself and the consultants' behavior. Without this kind of time, the consultant-client relationship does not continuously become more collaborative and mutually helpful.

Guideline 13: Don't let the consultants' personal biases get in the way.

To design OD interventions effectively, the consultant should remember several things at once, including intervention objectives, macro-

and micro-designs, and his or her own motives, knowledge, and skills. Understanding one's personal attributes is one of the most important resources for effective designing. The OD consultant should not allow personal motives, knowledge, or preferred skills to carry full weight in determining the sequence of OD consultation.

Guideline 14: Adapt the themes of training, data feedback, confrontation, and process consultation to the local situation.

Decisions about what macro-design themes should be emphasized are a function of the level of client sophistication and the particular problems that are present in the client organization. Four themes have been found to be useful for designing OD consultation in schools: training, data feedback, confrontation, and process consultation. Although these macro themes are not independent, they do characterize some primary causal linkages to problem identification.

Guideline 15: Build the macro-design to encompass the mode of intervention, the focus of attention, and diagnosed problems.

When building a design, the OD consultant should keep in mind a wide range of possible macro-aspects. Three dimensions should pervade the consultant's consideration: (1) the mode of intervention; (2) the focus of attention; and (3) diagnosed problems. Such a complex picture can theoretically lead to over 400 different kinds of designs.

Guideline 16: Phase the work to meet short- and long-term intervention goals. Include time to renegotiate the plan.

Both macro- and micro-designing should be carefully and rationally planned to meet long- and short-term intervention goals. Designs should include certain amounts of time for the unexpected, and the consultants should be clear about what will and will not be negotiable. Periodic and

regular time for client-to-consultant feedback is important to maintain the helping relationship.

Concluding Remarks

As we have already indicated, OD consultation for schools is a relatively new endeavor. While much of the focus of OD consultation must necessarily be on applying existing theory and technology from industrial OD to the educational scene, we have always been acutely aware of the need for knowledge and technology specially focused on school consultation and organizational change in schools. Our research and development program at the University of Oregon has had the opportunity and obligation to make such knowledge production and dissemination its basic mission.

Our approach toward this mission has included at least two primary aspects--writing and teamwork. During the past seven years, we have prepared numerous articles, technical reports, monographs, audio-slide presentations, and books--some of which are listed in the annotated bibliography at the end of this paper. While the actual writing tasks have been done by individuals who closeted themselves to put their ideas on paper, the ideas and data reported have largely come from the efforts of teams of people. In fact, we have operated, almost without exception, with the guideline that no one should consult solo.

Our reasons for teaming are many. Consultants require more than cognitive information and behavioral skills in making interventions. They also require the interpersonal support, energy, and the courage to take appropriate risks. The need consultants have for feedback from colleagues as they take these risks is also significant. We have found that

consulting teams composed of professionals with various styles and skills provide the best vehicle for OD intervention in schools. And there seems to be no better way of assuring the tailoring of an OD effort than through the stimulation and intellectual give-and-take of devoted colleagues.

Annotated Bibliography

Arends, Richard I., Jane H. Phelps and Richard A. Schmuck. Organization Development: Building Human Systems in Schools. Eugene, Oregon: Center for Educational Policy and Management, 1973.

A booklet-style example of the type of information about organization development that school personnel want as they consider their own desires to enter into an OD effort.

Arends, Richard I., Jane H. Phelps, Martha Harris and Richard A. Schmuck. Organization Development in Schools. Eugene, Oregon: Center for Educational Policy and Management, 1973.

An audio-slide presentation useful for introducing school faculties and other educational groups to the ideas of organization development during entry discussions.

Arends, Richard I. and Jane H. Phelps. Establishing Organization Specialists Within School Districts. Eugene, Oregon: Center for Educational Policy and Management, 1974.

Discusses in detail the entry procedures used in two school districts where the goal was to establish internal cadres of organizational specialists. One appendix of the report includes the training designs employed in the intervention.

Beckhard, Richard. Organization Development: Strategies and Models. Reading, Massachusetts: Addison-Wesley, 1969.

Chapter 9 discusses the conditions and characteristics of successful and unsuccessful organization development activities.

Blumberg, Arthur and Richard A. Schmuck. "Barriers to Training in Organization Development for Schools," Educational Technology, 1972, 12(10), pp. 30-34.

Expands some of the ideas regarding the special attributes of school organizations discussed in this paper.

Derr, C. Brooklyn and Ada Demb. "Entry and Urban School Systems: The Context and Culture of New Markets," Education and Urban Society, 1974, 6(2), pp. 135-150.

Focuses on some of the problems of introducing OD in urban school systems.

Fordyce, Jack K. and Raymond Weil. Managing With People: A Managers Handbook of Organization Development Methods. Reading, Massachusetts: Addison-Wesley, 1971.

Although the focus of this book is on industrial OD, Part Three offers many useful suggestions and techniques for collecting information from client groups and for planning a variety of intervention activities.

Fox, Robert, Richard A. Schmuck, Elmer Van Egmond, Mickey Ritvo, and Charles Jung. Diagnosing the Professional Climate of Schools. Washington, D.C.: NTL Learning Resource Corporation, 1973.

Gives a variety of techniques and examples of instruments that can be used to diagnose the climate of schools.

Likert, Rensis. "The Likert Profile of a School: New Survey Instruments for Public Schools to Improve Organization Effectiveness: Manual for Questionnaire Use," Ann Arbor, Michigan: Rensis Likert Association, 1972.

This is an instrument for collecting information from school personnel. Could prove useful in diagnostic and design work.

Phelps, Jane H. and Richard I. Arends. "Helping Parents and Educators Solve School Problems Together: An Application of Organization Development," Technical Report. Eugene, Oregon: Center for Educational Policy and Management, 1973.

Describes in detail the entry procedures, diagnostic techniques and design characteristics of an OD effort involving both parents and educators as clients and conducted by a team of internal and external consultants.

Saturen, Steven L. "What Makes a School Ready for Organization Development?" Eugene, Oregon: Center for Educational Policy and Management, 1974. (Mimeo)

Addresses research on the manner in which the presence of norms in support of collaboration and expression of variety effects the degree to which client systems can benefit from an OD intervention.

Schmuck, Richard A. and M. B. Miles. Organization Development in Schools. Palo Alto, California: National Press Books, 1971.

A collection of studies most of which discuss empirical assessments of OD activities. Several of the studies include descriptions of entry, diagnosis and design techniques. One chapter focuses on data feedback.

Schmuck, Richard A. "Incorporating Survey Feedback in OD Interventions," CASEA Occasional Paper. Eugene, Oregon: Center for Educational Policy and Management, 1973.

A thorough explication of principles to follow during formal data collection by organization consultants as they attempt to gain insights into the client system.

Schmuck, Richard A. and Philip J. Runkel. Organizational Training for a School Faculty. Eugene, Oregon: Center for Educational Policy and Management, 1970.

Illustrations of how data were not only useful for diagnosing client needs but also for assessing intervention outcomes. This report also gives a detailed account of the training and consultation designs employed.

Schmuck, Richard A., P. J. Runkel, S. Saturen, R. Martell, and C. B. Derr. Handbook of Organization Development in Schools. Palo Alto, California: National Press Books, 1972.

Most complete source for theory and technology for OD in schools. Chapter 9 focuses on designing interventions. Many chapters include questionnaire and interview items that can be used in diagnostic work.

Wyant, Spencer H. "Organizational Development from the Inside: A Progress Report of the First Cadre of Organizational Specialists," CASEA Technical Report. Eugene, Oregon: Center for Educational Policy and Management, 1972.

Compares the entry, diagnostic, and design procedures to build an internal team of OD consultants used in one experimental school district.

Wyant, Spencer H. "The Effects of Organization Development Training on Communications in Elementary School." Doctoral dissertation, University of Oregon, 1974.

Reports evidence that less than 25 hours of OD training can be detrimental to the communicative adequacy of a client school. Shows importance of considering a follow-up macro-design at the outset of an OD intervention.